DOCUMENT RESUME

ED 426 222 CE 077 849

AUTHOR Zavez, Joan; And Others
TITLE ESOL Workplace Photos and Lesson Plans.
INSTITUTION University of Southern Maine, Gorham.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE 1996-00-00
NOTE 18p.; Product of the Casco Bay Partnership for Workplace Education. Photographs will not reproduce well.
CONTRACT V198A40203
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Literacy; *Basic Skills; Course Content; *Education Work Relationship; Job Skills; Learning Activities; Lesson Plans; Literacy Education; Occupational Safety and Health; On the Job Training; *Second Language Instruction; Skill Development; *Vocational English (Second Language); *Workplace Literacy

ABSTRACT

This teaching guide contains nine lesson plans for teaching job-related English for speakers of other languages (ESOL) to employees at Barber Foods in Maine. The lessons cover the following topics: (1) rotation directions; (2) protective clothing (level 2 and level 2/3); (3) talking to supervisors; (4) accident prevention; (5) machinery identification and purposes; (6) personal hygiene; (7) safety signs; and (8) job tasks. Two appendixes listed materials needed for the lessons and provide photographs of Barber employees performing on the job. Lesson plans consist of task, skills, linguistic skills, learning and problem-solving skills, concept and content, descriptions and materials for conducting lessons, student assessment, and comments and recommendations. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 426 222

ESOL WORKPLACE PHOTOS

AND LESSON PLANS

By Joan Zavez
and ESL strand members

Casco Bay Partnership For Workplace Education
University of Southern Maine, 1996

CE 077 845

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

ESOL WORKPLACE PHOTOS

AND LESSON PLANS

By Joan Zavez
and ESL strand members

Casco Bay Partnership For Workplace Education
University of Southern Maine. 1996

ESOL Workplace Photos and Lesson Plans

Course objectives include:

Individuals will be able to:

- Name job positions and duties at Barber Foods
- Name and describe Barber Foods products and equipment
- Name protective clothing necessary for different jobs
- Give safety advice
- Interpret safety signs
- Read and understand Barber Foods' nurses schedule
- Make an appointment to see the nurse

Lesson One:	Rotation Directions	Level 1/2
Lesson Two:	Protective Clothing	Level 2
Lesson Three:	Protective Clothing	Level 2/3
Lesson Four:	Talking to Supervisors	Level 2/3
Lesson Five:	Accident Prevention	Level 2/3
Lesson Six:	Machinery Identification and Purposes	Level 2/3
Lesson Seven:	Personal Hygiene	Level 2/3
Lesson Eight:	Safety Signs	Level 3
Lesson Nine:	Job Tasks	Level 4
Appendix A:	Materials	
Appendix B:	Photographs	

Audience: ESOL levels 1 - 4

LESSON PLAN

Class/Level: ESL 1/2 **Topic:** Rotation Directions

Communicative Task: (What do learners use language to do?)

-To understand rotation directions

Linguistic Skill(s): (What structural features of language [phonology, grammar, discourse] do learners need to know?)

-Present tense

Learning/Problem Solving Skills (s): (What task/activity will engage them in doing it?)

-Game - one person on Team A gives rotation directions, one person on Team B must point to the correct picture

Concept/Content: (What knowledge or information [cultural information, vocabulary, etc.] is necessary?)

-Students need vocabulary - feed the grote, serve the grote, fold boxes, make boxes, line up before the fryer

Description/Materials:

-Materials: Rotation direction cards
-Tape cards on blackboard in similar sounding pairs (ex. feed the grote, serve the grote)
-Elicit from students what's happening in pictures - write beside pictures
-Break into two teams - erase words next to pictures
-Teams give a rotation instruction to other team.
-As a team they decide correct picture to match to instruction.
-One team member comes to board and points to correct picture.

Assessment:

-Students demonstrate their knowledge of the above tasks and skills.

Comments/Recommendations:

-Students had a lot of fun with this!
-Extension: Students tell their favorite and least favorite job and tell why

LESSON PLAN

Class/Level: ESL 2 **Topic:** Protective Clothing

Communicative Task: (What do learners use language to do?)

-To tell what protective clothing is needed in different jobs

Linguistic Skill(s):(What structural features of language [phonology, grammar, discourse] do learners need to know?)

-Present tense

Learning/Problem Solving Skills (s): (What task/activity will engage them in doing it?)

-Examining pictures and filling in chart

Concept/Content: (What knowledge or information [cultural information, vocabulary, etc.] is necessary?)

-Vocabulary - names of protective clothing and jobs at Barber Foods

Description/Materials:

-Give protective clothing picture to each student or pair of students
-In pairs, students name the job in the picture and list the protective clothing the associate in the picture is wearing
-On board, draw chart with different job headings
-As a group, brainstorm protective clothing needed for each job
-Individually, students fill in their own chart

Assessment:

-Students demonstrate their knowledge of the above tasks and skills.

Comments/Recommendations:

-Can introduce lesson by holding up actual pieces of protective clothing - "What are these called in English?"

LESSON PLAN

Class/Level: ESL 2/3 **Topic: Protective Clothing**

Communicative Task: (What do learners use language to do?)

-To identify and talk about protective clothing at Barber Foods
-To be able to talk to supervisors and tool dispensers and co-workers about safety equipment

Linguistic Skill(s): (What structural features of language [phonology, grammar, discourse] do learners need to know?)

-Discourse: Workplace
-Grammar:
  -Present Progressive - "What is he/she wearing?" "He is wearing..."
  -Present - "I need..."

Learning/Problem Solving Skills (s): (What task/activity will engage them in doing it?)

-Identify and talk about protective clothing and why they need them - What problems arise if you don't use protective clothing?

Concept/Content: (What knowledge or information [cultural information, vocabulary, etc.] is necessary?)

-Safety equipment
-Safety issues
-Workplace environment

Description/Materials:

-Materials:
  -Protective clothing realia
  -Photo cards depicting protective clothing (numbers 36-40 are good)
-Brainstorm - "What protective clothing do you use at Barber Foods?"
-Distribute photos - "What is he/she wearing and why?" "He is wearing... because..."

Assessment:

-Students demonstrate their knowledge of the above tasks and skills.

Comments/Recommendations:

-Extensions:
  -Write a list of what <u>you</u> wear for protective clothing at Barber Foods.
  -What does a ham slicer/weight checker/etc. wear/need?
  -Role play - have students simulate asking for protective clothing at a "tool/equipment" window.
  -Give 1/2 the class a card with the name of an article of protective clothing and the other 1/2 a card with the reason why they must wear it - have them find each other.

LESSON PLAN

Class/Level: ESL 2/3 **Topic:** Talking to Supervisor

Communicative Task: (What do learners use language to do?)

-To respond politely to unfair criticism

Linguistic Skill(s): (What structural features of language [phonology, grammar, discourse] do learners need to know?)

-Negative past forms of language - "I wasn't..." "I didn't..."

Learning/Problem Solving Skills (s): (What task/activity will engage them in doing it?)

-Arrange cards in a series
-Tell a story
-Group dictation due to level
-Write a dialogue and role play

Concept/Content: (What knowledge or information [cultural information, vocabulary, etc.] is necessary?)

-Hygiene - discuss hygiene at Barber Foods and Barber Foods rules

Description/Materials:

-Materials: Set of cards showing two line workers. One is hungry and eats on the line. The other is unfairly accused.
-See Unit 6, Section 1 in Speaking Up at Work; pp. 34-35 in Day by Day
-Teacher tells story while holding up corresponding card
-Students decide how the story ends - write their own ending in pairs
-Role play
-Discuss: Could this happen at Barber Foods? (Probably not since chicken is frozen.) Do some people munch candy, chew gum?
-Students come up with real-life situations at work

Assessment:

-Students demonstrate their knowledge of the above tasks and skills.

Comments/Recommendations:

-Consider using pp. 79-80, "Employment on the Job," from Expressways Foundations A

LESSON PLAN

Class/Level: **ESL 2/3** **Topic:** **Accident Prevention**

Communicative Task: (What do learners use language to do?)

-Give safety warnings and respond

Linguistic Skill(s): (What structural features of language [phonology, grammar, discourse] do learners need to know?)

-Discourse:
  -Dialogue
  -Questions and answers
-Grammar: The use of "should" and "could" forms (e.g. You should wear a hard hat because you could hit your head.)

Learning/Problem Solving Skills (s): (What task/activity will engage them in doing it?)

- Read Accident Alert form and situation card
-Create and practice role play based on accident report

Concept/Content: (What knowledge or information [cultural information, vocabulary, etc.] is necessary?)

-Why following safety practice is important to Barber Foods and to self

Description/Materials:

-Materials:
  -Accident Alert forms (from Barber Foods bulletin boards near cafeteria and locker rooms; some have been collected and put in file cabinet in trailer)
  -Situation cards, prepared by teacher, each based on a single Accident Alert
-Teacher presents example Accident Alert, discusses with students after reading
-Teacher presents example situation card (if time allows)
-Teacher presents example dialogue (or, if time allows, teacher and students create one together)
-Students, in pairs, read Accident Alert and Situation Cards and discuss
-Students create/write a dialogue which illustrates how to solve their "situation," and role play for class

Assessment:

-Students demonstrate their knowledge of the above tasks and skills.

Comments/Recommendations:

-The model dialogue should involve, if possible, the forms "should" and "could" to illustrate why the action or the protective gear is needed in light of what harm or damage "could" occur.
-Performance of dialogue may require some kind of "setup" by the students so that other class members can understand what they're talking about. (Perhaps achieved by distribution of their Accident Alert, or putting it on an overhead.)

LESSON PLAN

Class/Level: ESL 2/3 **Topic:** Machinery Identification and Purpose

Communicative Task: (What do learners use language to do?)

-To identify machines at American Tool
-To say what the machine does

Linguistic Skill(s):(What structural features of language [phonology, grammar, discourse] do learners need to know?)

-Present tense (to indicate repeated action)
-Simple sentences (e.g. subject-verb-object)
-Pronunciation of machine names for easy understanding

Learning/Problem Solving Skills (s): (What task/activity will engage them in doing it?)

-Identify worksite photos (in pairs) to review machine name and functions(s)

Concept/Content: (What knowledge or information [cultural information, vocabulary, etc.] is necessary?)

-Machine name
-Machine purpose (i.e. verbs)

Description/Materials:

-Concentration game
-A progressive number of picture pairs are placed face down.
-Students, in turn, search for pairs by turning one face up, then trying to find duplicate.
-As first card is chosen, student tries to say name and function. If unable to do this, student reads same, concealed from view on back of picture.
-If match not found, next student repeats the process.
-The game ends when all matches are found.

Assessment:

-Student demonstrates his/her knowledge of the above tasks and skills.

Comments/Recommendations:

-Extension: Play picture identification in two teams of two or more
-Use one photo card and one card with name of machine; students must say what machine does to get point

Lesson plan

Class/Level: ESL 2/3

Topic: Personal Hygiene and Sanitation

Objectives: To teach the vocabulary necessary for students to be able to understand the policy.
For students to be able to articulate the policy.
For students to be able to understand the policy when spoken to.

Materials: A copy of personal hygiene and sanitation policy (available on the bulletin board in the cafeteria).

Laminated photo cards

Procedure: These are suggestions and you may want to adapt these ideas to your particular situation. Be creative.

1. Brainstorm "rules" the students are familiar with. You might ask, "are you required to wear a white coat?" "Are you allowed to listen to a radio (walkman)?" "What are the rules at Barber Foods?"

2. Establish the pattern of "you are required to..." and "you are not allowed to..." utilizing one of the photo cards, model "you are not allowed to chew gum in the production areas."

3. Distribute the photo cards and ask the students about their cards. Decide whether it belongs in the "you are required to..." or the "you are not allowed to..." category. Go around the room and have each student respond. Write the responses on the board under the appropriate category; or suggest they come up with their card and either write their responses or tape the card to the board in the appropriate column.

Extension Activities: Use realia (safety glasses, hair nets, gloves...) from Barber Foods to enhance lesson.

Write a story about a situation that could occur if employees didn't follow the policy, i.e. a man breaks tooth on diamond found in chicken; Use the story "The Coin" from True Stories in the News p. 33.

LESSON PLAN

Class/Level: ESL 4 **Topic:** Job Tasks

Communicative Task: (What do learners use language to do?)

-To explain jobs in "line" in proper sequence

Linguistic Skill(s): (What structural features of language [phonology, grammar, discourse] do learners need to know?)

-Use sequencing adverbs (1st, 2nd, next, last...)
-Use prepositions (before, after, in between...)

Learning/Problem Solving Skills (s): (What task/activity will engage them in doing it?)

-Assemble photos of line in proper sequence

Concept/Content: (What knowledge or information [cultural information, vocabulary, etc.] is necessary?)

-Knowledge of sequence of jobs on line and functions of various machines (review of ordinal numbers)

Description/Materials:

-Distribute cards on specific line
-Students briefly identify photos (don't look on back)
-Teacher asks what comes 1st
  -Student records on board (1st, 2nd, etc.)
  -Students line up photos on table/board

Assessment:

-Students demonstrate their knowledge of the above tasks and skills.

Comments/Recommendations:

APPENDIX A

Materials

Photos: Photos are color-coded with stickers on top, left and back of the photo.

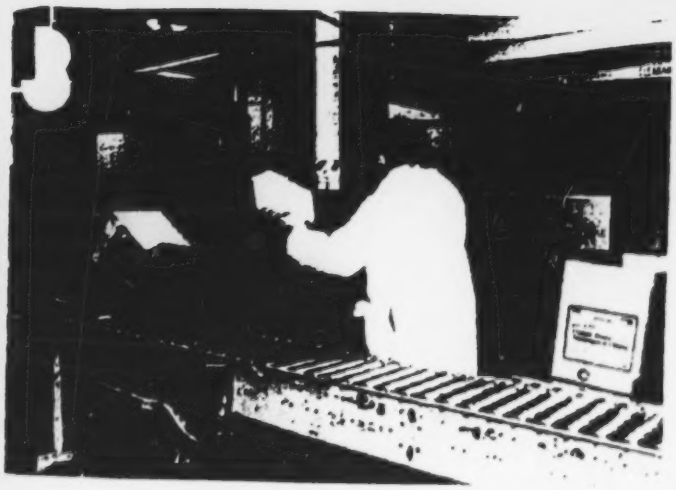
- Yellow -- Safety signs
- Red -- Rotation directions
- Blue -- Safety advice
- Green -- Protective clothing
- Half red -- Doing things at Barber Foods
- Yellow w/ red dot -- Barber Foods vocabulary (nouns)

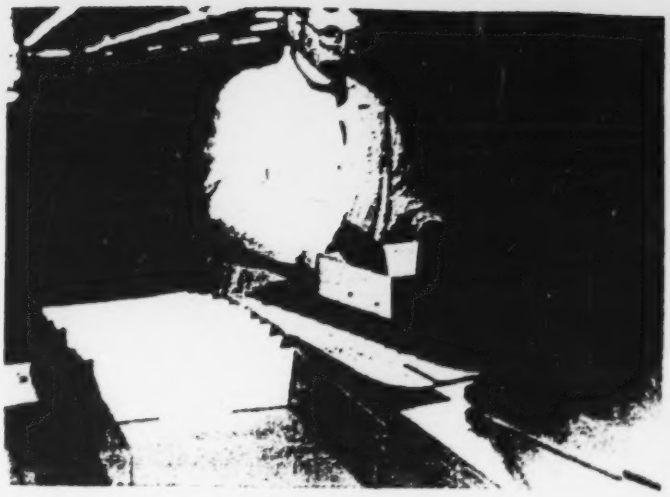
Files: There are folders (color-coded) of supplemental worksheet which correspond to the photos. There is also a folder of Barber Foods realia.

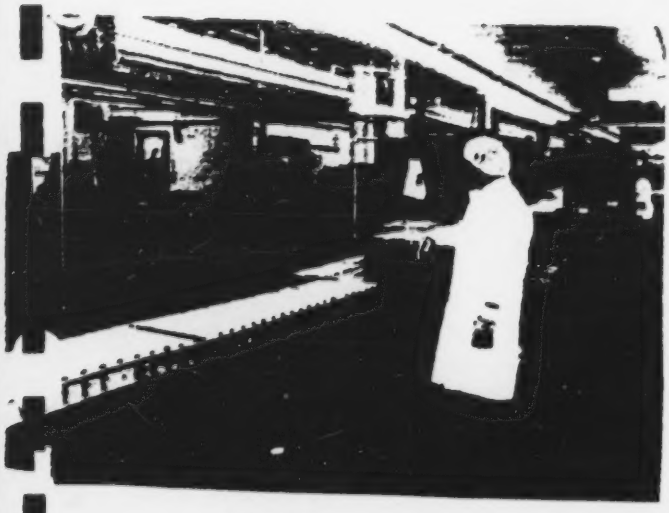
Dialogues: There are some short dialogues related to safety. These dialogues can be used as a springboard to brainstorming other safety situations and student written dialogues. Students can then role-play their dialogues. Accident reports (in files) can also be used as a stimulus for role-plays.

Hygiene/Sanitation cards: Set of cards illustrating Barber Foods hygiene/sanitation policy. Set of lesson suggestions and follow-up realia worksheet included.

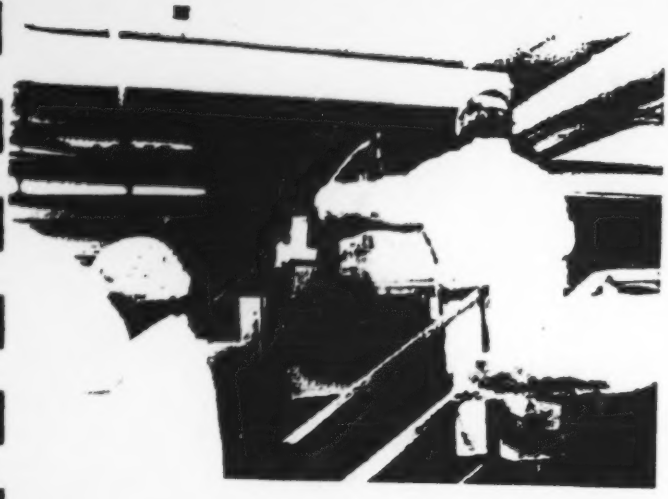
Activity Cards: Ideas for activities to be used in conjunction with photos. As teachers develop creative ways to use the photos in the classroom, they add cards to the file.

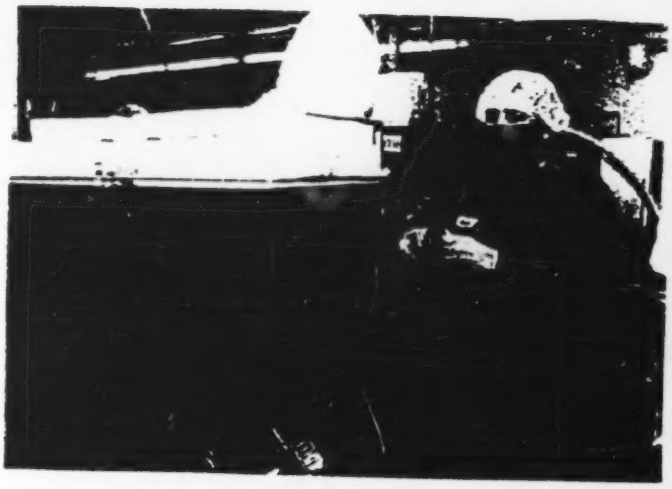


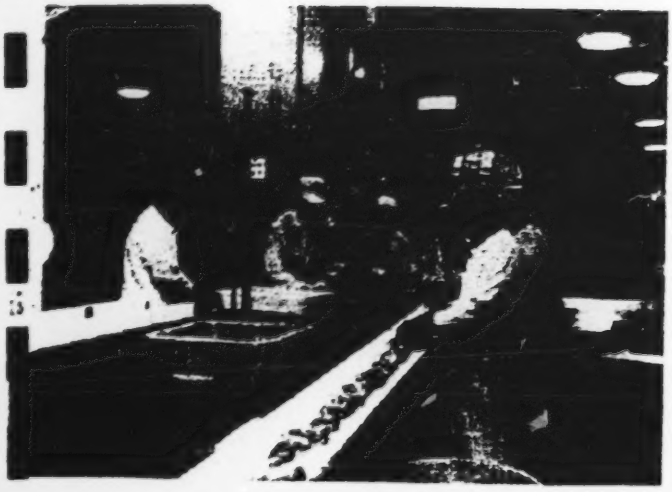


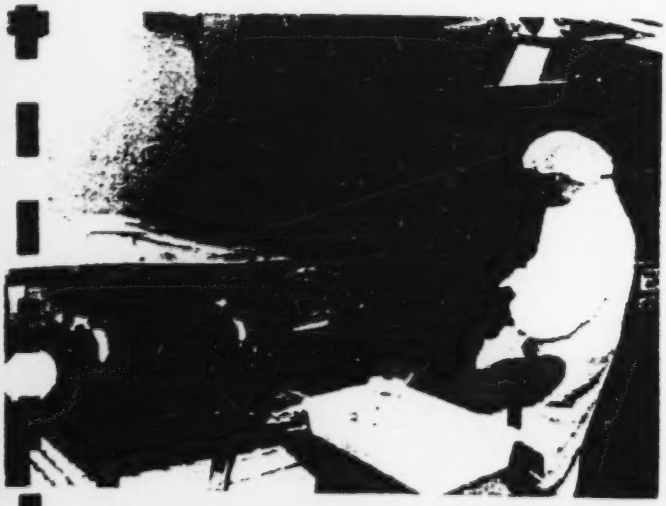


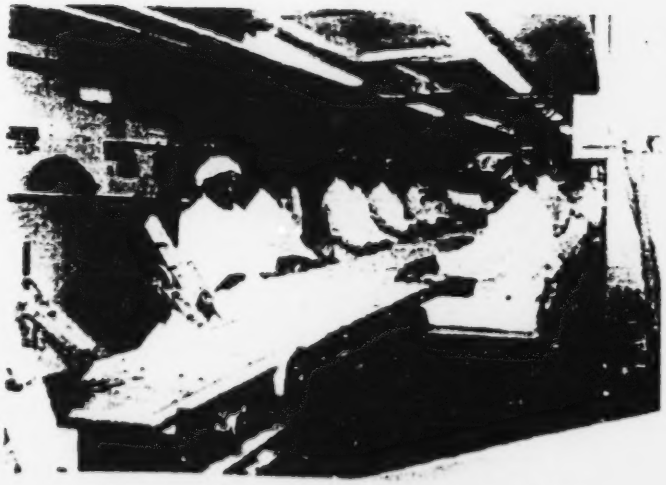
BEST COPY AVAILABLE



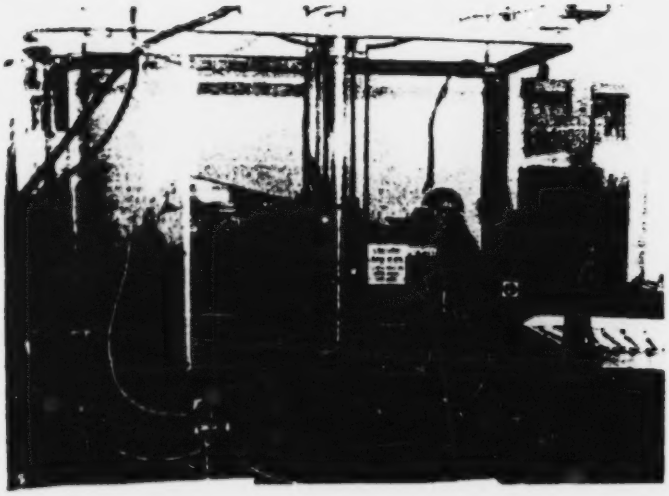


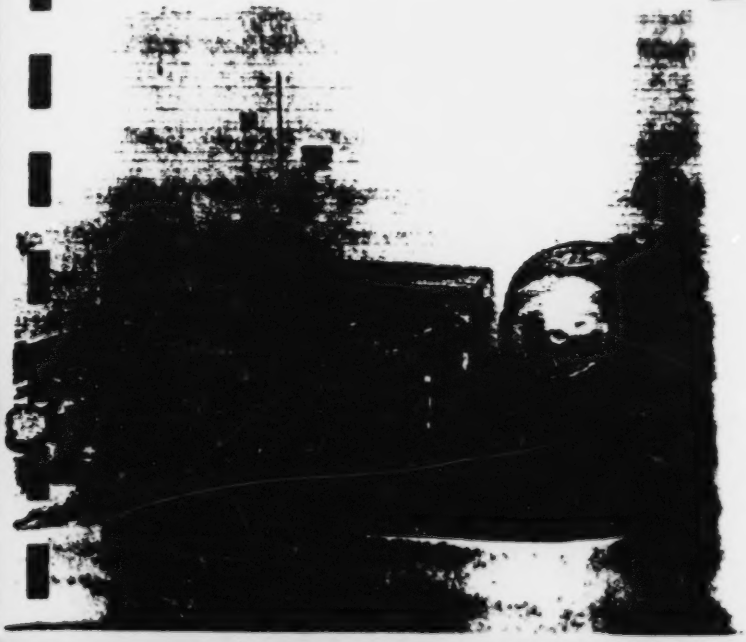




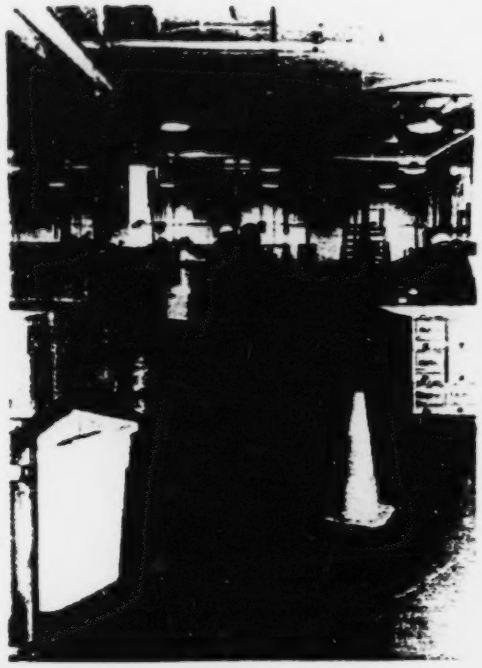


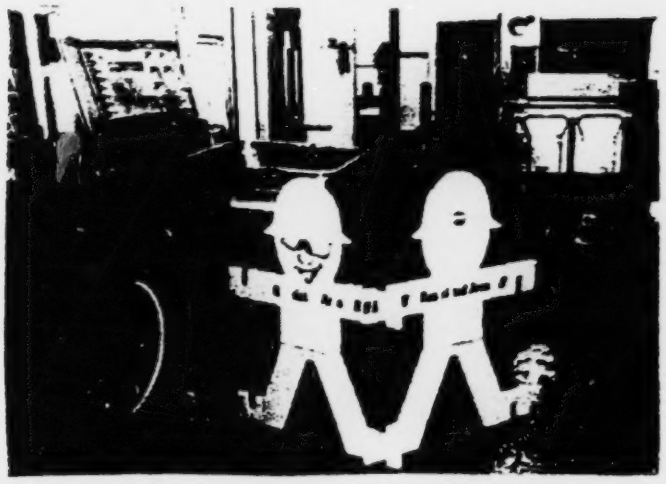
BEST COPY AVAILABLE





BEST COPY AVAILABLE





BEST COPY AVAILABLE